

From the Editor...

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I am pleased to present this second volume of *EBP Briefs*, now entering its third year of production. Within this volume, six briefs provide critical guidance to speech-language pathologists and allied clinical professionals as they engage in evidence-based practice. With topics ranging from intervention for phonological awareness to treatment for stuttering, readers will find the contents of this volume particularly useful as they address pressing issues in their practices.

Evidence-based practice continues to be a topic of keen interest within the field of speech-language pathology and allied professions. A potential outcome of this paradigm of clinical practice is that it may foster increased rigor in the consumption of research. Instead of accepting research findings at face value, consumers of research are learning to look more closely at research reports to examine the validity of methods, the reliability of measures, and the generalization of findings. Consumers of research are learning that not all studies are conducted with equal merit, and that some studies provide evidence about which they can be more confident compared to others. In short, consumers of research are learning to examine the literature with greater skepticism than they may have in the past.

Considering the research literature with skepticism is an important part of the evidence-based practice process. As the briefs in this volume point out, evidence-based practice does indeed involve a process. This process requires examining a variety of evidence sources, including not only the research literature but also their own theoretical understandings, their previous experiences, and the characteristics of clients and their families. The clinician who successfully engages in evidence-based practice has integrated these many sources of evidence to arrive at the optimal answer to a clinical question.

Providing excellent models of how one might engage in evidence-based practice, the authors of articles in this second volume of *EBP Briefs* address a variety of important issues with which clinical professionals are concerned. These briefs critically examine the available evidence concerning parental delivery of language intervention within the home environment (Justice and Pence), the delivery of literacy instruction for English language learners (Thomason, Gorman, and Summers), the use of strategy instruction for writing development (Jacobson and Reid), the treatment of adolescent fluency disorders (Yaruss and Pelczarski), the treatment of phonological awareness among preschool-aged children (Ukrainetz), and the treatment of voice disorders among teachers (Pannbacker and Hayes). As these authors seek answers to important and timely clinical questions, they also model the process through which they examine the external evidence to arrive at an evidence-informed clinical decision. These demonstrations will undoubtedly be informative to clinical professionals who have their own questions to ask and who want to adopt an evidence-based framework.

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